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ABSTRACT

The SouthEastern Regional Vision for Education (SERVE) Sharing Success program recognizes exemplary public school efforts and practices in the southeastern United States for the purpose of increasing the awareness and use of exemplary educational programs. This document highlights more than 30 elementary- and/or secondary-level programs that have been identified as being effective in integrating student service into the academic curriculum. Each program listing contains contact information, the program's instructional level and curriculum area(s), and a program description that includes information on some or all of the following: program time, program eligibility, program history, program objectives, main program activities, funding, and program effectiveness/success indicators. Programs from Florida, Mississippi, North Carolina, South Carolina, and Georgia are described. The following are among the curriculum areas addressed in highlighted programs: English/language arts, multicultural education, history, arts, environmental science, industrial arts, mathematics, reading, career education, drama, vocational education, law, science, and business. Several programs feature mentoring and tutoring. Appended are standards of quality for school-based service learning. (MN)

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SHARING SUCCESS

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Promising Service-Learning Programs

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Sharing Success in the Southeast:

Promising Service-Learning Programs

by James Watkins
with Dianne Wilkes
1993

SERVE
SouthEastern Regional Vision for Education

affiliated with the

School of Education
University of North Carolina at Greensboro

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About the SERVE Laboratory

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The name of the laboratory reflects a commitment to creating a shared vision of the future of education in the Southeast.

The mission of SERVE is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students. Laboratory goals are to address critical issues in the region, work as a catalyst for positive change, serve as a broker of exemplary research and practice, and become an invaluable source of information for individuals working to promote systemic educational improvement.

SERVE has five offices in the region to better serve the needs of state and local education stakeholders. The contract management and research and development office is located at the School of Education, University of North Carolina at Greensboro. The laboratory's information office, affiliated with Florida State University, is located in Tallahassee. SERVE's on-line computerized information system is located in Atlanta.

Field service offices are located in Atlanta, Greensboro, Columbia, South Carolina, Tallahassee, and on the campus of Delta State University in Cleveland, Mississippi. The addresses and phone numbers of these offices are listed below:

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About the Sharing Success Program (And a Rationale for Service Learning)

The SERVE Sharing Success program recognizes exemplary public school efforts and practices in the SERVE region. The program is designed to increase the awareness and use of exemplary educational programs by identifying and publicizing programs and practices that work. This publication highlights over 30 effective programs in the Southeast in the area of service learning—the integration of student service into the academic curriculum.

The Sharing Success selection process began with an invitation to schools, school districts, community organizations, and state and national education agencies in the region to nominate outstanding service-learning programs for recognition. The simple self-nomination form requested information about projects, including

- a description of the project and its activities,
- the school or community need(s) addressed by the project,
- the connection between service activities and the academic curriculum,
- a description of the students involved,
- the students' role in project design and implementation,
- sources of funding,
- project results,
- ease of project replication/adaptation at other locations, and
- additional information such as the contact person, the number of activities performed, etc.

Nominations were evaluated by a regional review panel of service-learning stakeholders ranging from school practitioners to state Serve-America administrators. Reviewers did not evaluate programs from their own states, but an open discussion held after nominations were reviewed offered the opportunity for further comment and additional consideration of nominations. This discussion brought to light additional details on some nominations that had not been selected, and some of these nominations were then added to the final list by consensus.

Although the reviewers were free to exercise flexibility in the degree to which they weighed the various components of nominated programs, nominations had to demonstrate an integration of students' service and learning. Five states in the region (Florida, Georgia, Mississippi, North Carolina, and South Carolina) nominated programs that met this criterion. Many nominations included excellent examples of service or esteem-building activities, but did not combine them with classroom instruction and were therefore not considered to be service learning.

A primary purpose of Sharing Success (in addition to recognizing exemplary programs) is to inform educators about effective and innovative practices and encourage their adoption or adaptation. Service learning is rapidly growing in popularity around the country. Educators involved in such programs find their instruction is transformed and that their students seem to get more out of the program than the people they serve. Students who are able to learn about the world around them and work to improve it as part of their education reap many benefits. Such students (as projects in this publication describe)

- learn more;
- earn better grades;
- come to school more often;
- demonstrate better behavior;

- become more civic-minded;
- gain a first-hand appreciation and understanding of people from other cultures, races, and generations;
- see the connections between school and "real life;"
- feel better about themselves, and
- learn skills they can use after leaving school.

A few programs in the Southeast, such as the Foxfire project based in Georgia, have been involved in service learning for many years. Federal funding for service learning under the Serve-America program has sparked increased interest and provided support for establishing school- and community-based service-learning programs in the region. All of the states in the Southeast have received Serve-America funds, and many of the programs described in this publication were supported by Serve-America grants. Contact your governor's office for further information.

The Service-Learning Cooperative: A K-12 Clearinghouse on Service Learning has been established to provide information and avenues for support and technical assistance to those interested in establishing or expanding service-learning initiatives. For information, call the Clearinghouse's National Information Center for Service Learning at (800)808-SERV (7378). The address for the Clearinghouse and the Information Center is c/o the University of Minnesota, R290 VoTech Building, 1954 Buford Avenue, St. Paul, MN 55108-6197.

Another helpful resource is the Alliance for Service Learning in Educational Reform (ASLER). ASLER, with representatives from organizations involved with service learning throughout the country, advocates for service learning and has published a set of standards highlighted in the Appendix (page 70).

Service learning is a "win-win" proposition for all who are involved in it. You are encouraged to call or write the contacts listed with each program description in this publication. SERVE has also conducted Sharing Success programs identifying exemplary practices in mathematics, science, and technology and improving the transitions young children make from home to school or from preschool to school. Single copies of these publications are available at no cost. For more information, call the SERVE office nearest you.

Acknowledgments

Sharing Success: Promising Service-Learning Programs was produced with the help of a regional review panel consisting of teachers, district administrators, Serve-America state administrators, state department of education staff, and business and community partners of service learning programs. Without their dedicated assistance, the Sharing Success program could not have been implemented and this publication could not have been produced.

SERVE thanks those educators who submitted nominations of programs for consideration in Sharing Success as well as the teachers, principals, and program administrators who are listed as contacts in this document. Their commitment to educational excellence is evident from what their students, schools, and organizations have achieved and by their willingness to provide information and assistance to other schools interested in replicating their service activities.

Regional Review Panel

Evy Applewhite, Teacher, Program Coordinator, Rutherford High School, Panama City, Florida
Wendy Ghee, Administrative Assistant to the Governor, Alabama
Kathy Gibson, Community Education Associate, South Carolina Department of Education
Vallena Greer, Service Learning Coordinator, Mississippi Department of Education
Eugene Herring, Inner-City Schools Coordinator, Florida Department of Education
Clarence Lovelady, Division Director of Community Services, Mississippi State Department of Education
Robert Lord, Service Learning Coordinator, Mississippi State Department of Education
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Stacey Phipps-Hampton, Assistant to the Director, North Carolina Governor's Office of Citizen Affairs
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Sharing Success: Promising Service-Learning Programs

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Promising Service-Learning Programs

AfriCamp

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Middle School
High School

English/Language Arts
Multicultural Education
History

AfriCamp is an after-school program in which students ages 10-15 compile oral histories and publish books about the local black culture. Sponsored by the Zora Neale Hurston Roof Garden Museum of Belle Glade, Florida, AfriCamp increases students' knowledge of history, fosters the development of research and communication skills, and improves their self-esteem. Any student attending a Belle Glade school can participate.

The AfriCamp project began during the summer of 1992 with a two-week program to train approximately 30 students to research local historical topics and conduct interviews with older citizens on their memories of the area's culture and history. The interviews were written and edited as the text for a 40-page coloring and activity book for three- and four-year-olds. Final editing was done during a week-long camping retreat that combined student work and recreational activities.

The oral history project was expanded to a full year in October 1992 to offer a more academically rigorous writing and research training program with textbooks, professional style books, and presentations by professional writers and artists. To recruit participants, AfriCamp staff distributed program information to Belle Glade schools, churches, and community organizations serving the target age group. They also used peer recruiters to stimulate interest in the program. As a result of their efforts, enrollment soared to 132 participants for the expanded program.

The instructional phase of the program (January through May) included training on conducting interviews and research, recording oral histories, and improving writing skills. Tutoring in program as well as school subjects was also available. The program operated two hours in the afternoon twice a week, and participants attended a minimum of four hours after school each month. This term also included black history competitions that tested participants' knowledge of African and African-American history. The instructional period concluded with the AfriCamp Essay Contest, which drew 103 entries on a variety of historical topics. Many of the students who entered the AfriCamp Essay Contest were given class credit by their language instructors.

During the summer, the students concentrated on editing their work during a two-week day camp and a one-week camping trip At this time, students also participated in workshops conducted by writers, reporters, illustrators, and photographers. The 1993 program produced a 20-page

biography on Lawrence Shuler, a black builder who financed the construction of the first bridge in Belle Glade. The first printing of the biography was distributed free of charge to local preschools and elementary schools, and a publisher has expressed interest in doing a second printing for sale.

Other indicators of the program's success have been pre- and post-tests assessing students' self-esteem and knowledge of black history. Tests administered to AfriCamp participants show a significant increase in their self-esteem and historical and cultural awareness as compared to control groups who had not participated in the program. For her work with AfriCamp, Project Director Cartheda Konchellah won the 1993 Humanitarian award given by the National Bar Association's Women Lawyers division.

AfriCamp is funded in part by the Children's Services Council of Palm Beach County, a child-care taxing authority, and the John S. and James L. Knight Foundation. Additional funding comes from local and state organizations, businesses, churches, and private donors.

A-Way With Waste

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K-12

Environmental Science
Interdisciplinary

The Mississippi A-Way With Waste program is a statewide K-12 curriculum designed to reduce the accumulation of waste in the state. Using an interdisciplinary approach that combines classroom instruction with service activities, A-Way With Waste teaches students how to promote consumer awareness of sources of waste, develop recycling strategies for school and the home, and investigate the consequences of various forms of waste disposal.

To illustrate the need to reduce waste, the program calls attention to packaging techniques that produce excess waste or require excessive energy. Stressing the importance of working toward the elimination of future waste at the point of generation, the program teaches elementary school children strategies for preventing the production of waste. For example, they learn to substitute vinegar and baking soda for hazardous household cleaners. Second and third graders also learn to recognize the influence that packaging has on consumers' buying choices.

Research on resource consumption and conservation is conducted in mathematics, science, and home economics classes. The study of recycling, for example, begins with research on the history of recycling, the need to conserve resources, and the growing demand for cheaper, more energy-efficient manufacturing processes. Through their service activities, students promote recycling and help develop recycling operations and composting projects for schools, businesses, homes, and communities.

For example, after measuring the use of paper at their school for five days and ascertaining the amount of waste produced, students in one English class placed recycling containers in classrooms and offices. They have also produced a public service announcement on recycling (and recycled) paper. Mathematics and science students have developed an aluminum recycling project that measures both the amount of wasted aluminum and the income made from recycling. Meanwhile, elementary students are learning simple recycling techniques, such as using newspapers to clean windows at school and at home.

In the A-Way With Waste program's unit on waste disposal, students study the environmental consequences of disposal methods, with an emphasis on common waste management practices such as disposing waste in landfills or through incineration. After visiting recycling and landfill operations, students discuss the reasons for creating landfills

and locating them in certain areas. Middle school mathematics and social studies classes research the amount of waste produced in their community, the cost of disposal, and the methods used to recycle or dispose of various materials. High school science students study acid rain, air pollution, and other effects of incinerators on the environment.

Authorized by the 1990 Multimedia Waste Minimization Act, the A-Way With Waste program is administered by the Mississippi Cooperative Extension Service in cooperation with the Mississippi State Department of Education. It is funded primarily by a Serve-America Grant, with additional funding and materials provided by Chevron, the Tennessee Valley Authority, Weyerhaeuser Corporation, and the Mississippi Manufacturers' Association. Technical assistance is provided by the Mississippi Department of Environmental Quality and by county extension service specialists, who are also trained as advocates of waste management.

A-Way With Waste is modeled after a program first developed by the Washington State Department of Ecology and adopted by the Mississippi Department of Education. Future plans include teacher/leader training and continued efforts to increase available human and capital resources to enrich and expand service learning programs and activities.

Black Archives, History and Research Foundation of South Florida, Inc.

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K-12

Multicultural Education
Arts
History

What began as a response to a thoughtless remark nearly two decades ago has grown into a cultural heritage program that today serves nearly 20,000 students in Dade County, Florida. In 1974, Dorothy Jenkins Fields, a social studies specialist for the Dade County public school system, called the downtown Miami Library to request resource materials on local African-American history to share with her students for the nation's bicentennial. She was offered only a thin folder containing some obituaries. "I guess those people haven't thought enough of themselves to write their history," the librarian commented. Finding that explanation unacceptable, Fields founded the non-profit Black Archives, History and Research Foundation of South Florida, Inc., to help children discover and preserve their ethnic heritage.

The purpose of the Foundation is to make students aware of the historical transitions that have created the present cultural mix in Dade County. Accordingly, social studies and history projects sponsored by the Foundation are developed in conjunction with Dade County's competency-based curriculum.

Modeled in part on the Foxfire active learning community partnership approach, the projects encourage students to draw on local resources to discover their cultural heritage. In the Adopt-a-Pioneer project, for example, students compile oral histories through interviews with older people and research the local, national, and world historical contexts of each subject's recollections in magazines and newspapers published at the time of the events described in the interviews. Other student participants conduct neighborhood "walk-arounds" to identify historical sites and architectural transitions and to research area history. To form a cultural perspective on the area, some students research topics by beginning at their school and expanding outward to encompass city, state, national, and world viewpoints.

In addition to recording oral histories, students keep journals of their observations and publish a newsletter on the multicultural aspects of their neighborhood. The result is an oral and written record of local history and culture that leaves a legacy for future generations.

The heart of the program is the Ethnic Heritage Collection, which is being relocated to the Chapman House Museum, an architecturally significant site in Overtown. Once belonging to one of Miami's first African-American physicians, the historic Chapman House has been restored with funds from the State of Florida and Dade County Public

Schools to house the Ethnic Heritage Children's Folklife Educational Center. The Center serves as the multicultural education headquarters for the application of social science skills through oral history, art, architecture, music, literature, language arts, and the humanities. It also offers programs in career education. These activities are implemented through several ongoing or developing programs at the Folklife Educational Center.

For example, the Vocational Education Pilot Curriculum is being designed in collaboration with Dade County Schools social studies and vocational education faculty and members of the construction and tourist trades. In this program, students will learn how to conduct research and help maintain historic properties in their neighborhoods. The Heritage Education Program provides access to the resources of the Chapman House for an average of 20,000 students annually (as well as professionals and the general public). Students can use the documentary records of the area to research school projects in history and social studies or to trace their own lineage. A computer system is being developed that will allow students to access local historical data at the Chapman House from their schools and to add their own research findings. The Oral History Program includes projects such as Adopt-a-Pioneer, historical site research, and publication of newsletters on research topics of local interest.

The Black Archives, History and Research Foundation receives grants from Dade County Public Schools, the City of Miami, and the State of Florida. These funds as well as membership fees and donations pay staff salaries and maintain the archival repository. The Foundation is governed by a board of directors (most of whom are retired teachers) that makes policy and owns the holdings of the foundation. The Children's Folklife Educational Center program uses volunteer speakers, lecturers, and guides.

Buddies

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Third, Fourth, and Fifth Grades

Language Arts

The Buddies program in Aiken, South Carolina, targets two age groups of disadvantaged students. Third, fourth, and fifth graders are paired with neglected or abused preschool children at Children's Place, a local community agency, and at-risk fifth graders work with at-risk kindergarten children in the school. The older students read to the younger ones and tutor them in math and language arts as well as provide books for the preschool children to keep and to read at home.

Elementary school children who would benefit most from providing service for others are nominated for the program by their guidance counselor, while others are nominated by their peers from the 3rd-5th grade and special education classes. The Children's Place was selected after input from the United Way, while the 5-year-olds were identified using a Developing Skills Checklist from McGraw Hill. The older students are involved in planning the program, reviewing their lessons, reading texts before their class, and choosing the material in consultation with volunteer teachers. The volunteer students use math, reading, and communication skills to prepare for their service visits. Tutors are also encouraged to develop creative ways to present the reading material, using skits, art, or puppetry to enliven the stories. Students use flash cards and games to facilitate the learning process, and books used in the lessons are donated to the younger students. Each student volunteer maintains a journal to use for reflection; the journal and informal discussions are used to evaluate the success of the visits.

The Buddies program serves several needs simultaneously. The older at-risk students learn self-esteem and reinforce constructive behaviors during their service activity; they also identify unacceptable behavior in the younger students and help them find solutions to correct it. The younger students have the opportunity to develop friendships with their mentors and work with them to improve their academic abilities, while also learning acceptable behavior. The donated books are placed in homes where there may be little or no written material to encourage the preschoolers and their families to read. The community organizations that might not otherwise have access to service personnel because of funding shortages have a source of volunteers. Coordinators report that the preschoolers' verbal skills have improved since the Buddies program was instituted. Volunteer students' attendance in school has improved, and their journals reflect increases in self-esteem.

Primary funding for the Buddies program came from a Serve-America grant from the South Carolina Department of Education. Parents and teachers provided transportation while materials were donated by the school. Books for individual students were provided through grant funds as well as by the local International Reading Association Council.

Cannery Museum

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Cannery Museum
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Elementary School
Middle School

Language Arts
Industrial Arts

St. Cloud, Florida, is a small town near Orlando undergoing rapid population growth. Unchecked development threatens to eradicate what was once a fine example of Florida rural culture. To preserve some of the local culture, students from Michigan Avenue Elementary School researched area history and chose a nearby depression-era food cannery as a site for reclamation and conversion to a museum. Over the last three years, at-risk middle and elementary school children (who helped develop the project) have been responsible for the continuing restoration of the cannery as well as an old vocational-agriculture building nearby. The buildings have been leased from the Osceola County school system for one dollar.

Student restoration of the cannery and the agriculture building includes the replacement of floors and windows, painting, and furnishing the structure for high traffic use as a museum. Besides the current elementary and middle school student volunteers, former students now in high school often return to help with museum activities, which include a hands-on exhibition, a garden, and a reconstructed Florida pioneer village. Lee Powell's fourth-grade class uses the museum as part of its Florida history curriculum. As their administrative organization, students formed the Cannery Association Network (CAN), publish the *Cracker Chronicles* magazine with photographs and stories by students, and serve as costumed museum guides during the Cracker Frolic, a festival commemorating Florida pioneer life. The Frolic, held in October, includes a wild hog bar-b-cue and swamp cabbage dinner, staples of the pioneer diet, that students help prepare.

The museum features a classroom where students can work on their homework and participate in many other activities. Students must complete their homework before they can take part in activities. A weaving class uses a 100-year-old loom, and adult volunteers teach woodworking, whip-making, needlework, clogging, pottery, and quilt-making. All activities and classes at the Cannery Museum are directed by volunteers. Future plans are to expand the *Cracker Chronicles* and add exhibits to the museum to recognize Hispanic and African-American contributions to Florida history.

The Cannery Museum has been chosen as the host institute of Sunfire, the Florida affiliate of the Foxfire program, one of fourteen such affiliates in the nation. Sunfire serves as an umbrella organization for teachers and administrators interested in promoting service projects and

experiential education in their schools. Though primarily concentrated in the central Florida area at present, plans are to expand statewide and provide training in Foxfire and other experiential education methods.

The Cannery Museum has been awarded a Disney Community Service Award and an enhancement grant from the State of Florida. The program is also one of 20 programs nationwide to receive the Professional Best Award from *Learning Magazine*. Funding is enhanced by receipts from the Cracker Frolic. Materials and professional time spent on the restoration are donated. The museum is incorporated with the State of Florida, and funds go primarily for liability insurance and utilities. In addition to the cultural value of reclaiming and restoring an historical local site, the program benefits from the close interactive support of the school and community.

Choices Serve-Gaston

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Eighth Grade

English

Choices Serve-Gaston targets eighth graders in Gastonia, North Carolina, an urban community with many low-income families and at-risk youth. The purposes of the program are to instill civic responsibility in adolescents and promote individual and community improvement.

The major strength of the Choices Serve-Gaston program at Highland Junior High School is the planning students do before undertaking a project. Prior to beginning a service project at a local rest home, for example, the students learned about the needs of the elderly by conducting research, inviting guest speakers, and participating in sensitivity exercises and role-playing activities requiring them to use wheelchairs and canes. After discussing the needs of the nursing home residents, the students and residents decided to plant a garden at the nursing home. Their combined efforts culminated in the uniquely designed waist-high "no stoop garden."

In the Choices program, four groups of students meet at three junior high schools once a week to work on a variety of projects, all of which are selected after the students conduct extensive research on volunteering possibilities. The students participate in four to six service-learning projects of their choice in such areas as environmental awareness, health/CPR, tutoring, pet therapy, home/family service, and neighborhood/school service. Students have completed a number of activities:

- building a balance beam and basketball goals for the community college child development center
- cooking, preparing, and serving meals at a homeless shelter
- providing companionship to nursing home residents
- organizing a spring cookout for nursing home residents
- providing games for participants in the Special Olympics

The last project, another example of the Choices students' thorough research, came about when the students sought ways to entertain Special Olympics participants during the lengthy periods before, between, and after events. After researching developmentally appropriate games for the participants, the Choices students provided them games such as a ring toss and a "space walk" on an air mattress.

In addition to teaching students the value of volunteering, Choices fosters the development of leadership skills by encouraging otherwise reticent students to assume leadership responsibilities and by forming

in-class leadership teams to assist with planning and implementing service-learning projects. The students contemplate their service experiences in journals, essays, and class discussions in English classes. They share their feelings and thoughts, discussing experiences that made them happy or sad or angry, events that surprised or frightened them, and other topics related to the service.

Choices Serve-Gaston evolved from the successful Choices for Success program, an adolescent pregnancy and dropout prevention program that has served high-risk Gastonia children and families since 1990. The eighth graders who are participating in the Serve-Gaston program began participating in Choices for Success as fifth graders; they and their families will continue with the program until the students complete ninth grade.

A significant feature of the Choices Serve-Gaston program is its collaborative structure. Although the principal partners are the Gaston School District and the Alliance for Children and Youth, Choices Serve-Gaston is truly a collaborative project. The program's Activity Planning Team, which provides guidance, is composed of students, parents, educators, and agency professionals. Over 50 parent and community volunteers serve as mentors, tutors, and program evaluators.

One of 12 Serve-America grantees in North Carolina, the Choices Serve-Gaston program uses grant funds for materials, transportation, program participation incentives, family involvement activities, and recognition ceremonies. The grant also funds a full-time program coordinator, who recruits and trains volunteers and conducts the after-school student volunteer program, and a half-time family resource coordinator, who promotes family involvement in the program by conducting parent workshops and organizing support groups. Student incentives such as camp-outs and other outdoor recreation are used to stimulate participation.

As part of their regular reflective activities, student participants evaluate the significance of their volunteer experiences. The program is also being evaluated by independent consultants. Although the long-term results of Choices Serve-Gaston have not yet been ascertained, the program has succeeded in creating student-driven service learning. The Activity Planning Team is developing a "how to" manual and resource guide to help other schools replicate the Choices Serve-Gaston program.

Civic Responsibility

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K-12

Intergenerational
Interdisciplinary

The Civic Responsibility (CR) class at Pickens High School in Pickens, South Carolina, began in 1989 as a group of students performing anti-drug skits for at-risk K-12 youth in nearby schools. Due to the popularity of the program, it soon grew into a broader-based endeavor covering projects for abused children, including puppet shows and tutoring, pet care, children's book publishing, literacy training, and environmental issues. The class has expanded into a second year for advanced students, Civic Responsibility II.

Civic Responsibility is a student-run class based on "family groups," a supportive team of friends who share the experience of working collectively. Students bond together in family groups through activities such as a ropes course and produce group projects such as videotapes of community agency activities. As a group, the students research a community need, decide on a response, plan a project, then implement their plan with the help of a teacher. The students are trained in the problem area they are addressing. For example, before the drug abuse prevention troupe prepares a skit, they receive instruction from a prevention specialist from the local drug abuse program. For a program highlighting the problems of the elderly, a school maid who was taking care of her mother, stricken with Alzheimer's Disease, gave the volunteers insight into the problems of caring for the elderly and the ill. Students in the Civic Responsibility class work at nursing homes, performing skits and activities with the patients. The participants' research into problems of the elderly also helped them write and publish a book on aging for children.

However, the focus of CR activities is primarily on younger children. To help abused children, CR participants have sponsored a camp in conjunction with the local Rape Crisis Council, where volunteers produce and perform skits on abuse awareness. The class also wrote and published a book for children on "good touch, bad touch." Students from CR also plan and implement literacy programs. After instruction by a local literacy association, students are matched as tutors with elementary school children, with whom they meet weekly to read stories out loud and help with reading problems in a project called "Each One Teach One." In this project, the tutors do a monthly follow-up, writing to their assigned pupil on the pupil's progress and encouraging the pupil to continue reading on his or her own. In a community project known as Country Santa, the CR students focus on the consequences of poverty, especially for children. With assistance from Country Santa, volunteers

gathered, cleaned, and delivered donated toys to disadvantaged children at Christmas. As a reflection activity, the students wrote a story on the project, using their insights into the problems of the needy.

Other topics addressed through presentations or skits include animal rights and pet care, AIDS/HIV awareness, and environmental concerns. In the latter, participants conduct and encourage recycling activities and promote Earth Day celebrations and assemblies with invited speakers. The alcohol and drug abuse skit, written and produced by students, is performed at various elementary, middle, and high schools. Students prepare for this course with instruction in drama and drug abuse prevention and hold a question-and-answer period after the performance.

The Civic Responsibility program is funded through a grant from the Pickens and South Carolina Civitan. Funding for drug abuse projects comes from the South Carolina Commission on Alcohol and Drug Abuse and from NCNB. Community organizations and businesses provide funds for child abuse projects. Transportation is provided by parent volunteers; some materials are provided by teachers and students.

The program has fostered a great deal of collaboration between the school and the community and gained support and recognition from parents, community leaders, and businesses. Civic Responsibility has been awarded the Palmetto Pride Award as an outstanding community service project of the year in South Carolina. More importantly, the family group concept has fostered a close working association among the participants and resulted in a positive impact on their peers in helping promote healthy lifestyles and service to the community.

Georgia 2000: Next Generation School Project

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Junior High
High School

Mathematics
Language
Reading

When at-risk students began remedial summer school at Carrollton Junior High in Carrollton, Georgia, math teacher Sue Ellen Cain discovered that their problems went beyond academics. Frustrated with school and suffering from low self-esteem, the students were simply not interested in learning. In conjunction with a local day-care center, the eighth-grade students were partnered with four-year-olds for reading and mentoring activities that drastically improved the tutors' attitudes and gave them a sense of pride in being part of a productive educational process. The program has since expanded to include junior high and high school students' mentoring elementary school children in several subjects.

The four-year-olds from the day-care center were bused to the junior high school every day, where they met with their mentors after summer school classes. The student mentors worked out their lesson plans ahead of time with the help of a teacher, using age-appropriate methods for the group they were tutoring. During the tutoring, the students read to the preschoolers or helped them using prepared word cards. After the session, the volunteers and teachers held a reflection discussion, addressing the successes and problems that occurred during the tutoring. Observations by an eighth-grader led to the discovery that one preschooler needed glasses. In another case, the mother of a four-year-old came in almost daily to participate because she too had difficulty reading.

Because of student enthusiasm at the end of the summer, school administrators decided to seek funding from local businesses to continue the program through the school year and increase the size of student involvement. Once a week, volunteers from Carrollton Junior and Senior High School classes tutored younger students in math and reading or served as "mini-counselors" during less formal discussion sessions. The tutors then worked with their advisors on lesson plans, tailoring their methods to the needs of particular students or discussing ways to address the younger students' problems. During the following summer, high school students were hired to go into the housing projects and recruit younger at-risk children for the tutoring program; the response was so strong that the program reached its capacity within a few weeks.

The program has been described as a "win-win-win" situation by Sue Ellen Cain, program director and 1992 Georgia Teacher of the Year. The younger at-risk students gain access to educational instruction they

might otherwise miss, while being tutored by positive role models. The older at-risk students and other volunteers gain a sense of pride and achievement in becoming a more active and responsible part of the education process. They attain insight into the rewards and challenges of teaching and earn the admiration of their own "students." And teachers have noticed an improvement in the attitudes and academic production of both the target students and the tutors themselves. Teachers and students now share in the sense of accomplishment.

The program is funded by a Serve-America grant as well as the Southwire Corporation, a local industry.

Getting Kids Involved: The Foxfire Approach

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Elementary School

Environmental Science
Interdisciplinary

At Peachtree Elementary School in Cherokee County, North Carolina, the Getting Kids Involved program uses the active learning approach popularized by the *Foxfire* series to help students design and implement their own curricula and work cooperatively with teachers and members of the community.

The program was introduced by the school's resource teacher after she studied the Foxfire method in a graduate course sponsored by the Foxfire Teacher Outreach program, the most recent program developed by the Foxfire educational organization founded in Rabun County, Georgia, in 1966. The program was initiated with the students' selection of "The Environment" as the year's theme. The students then began recycling the school's aluminum and establishing mini-landfills. Throughout the year, they recorded data on the landfills, using it to illustrate concepts related to proper waste disposal. The students also designed bulletin boards to communicate information that they collected about eco-systems during their research.

Each student who receives instruction in the school's resource room participates in the Getting Kids Involved program. In keeping with the Foxfire philosophy, all the service projects originate from the students' own ideas; the teacher functions as a fellow participant who works alongside students designing, planning, and executing projects. This approach encourages the development of critical thinking and problem-solving skills as students conduct research on topics, process information, discuss alternatives, test their ideas, and implement their projects. Student research is not confined to the library; students tap a number of community resources, including guest speakers and community volunteers, and often go out into the community for hands-on learning.

The students successfully wrote their own grant proposal to receive money from the Foxfire Fund, Inc., which they used to begin a gift-tag business during the Christmas season. The two-inch tags, in keeping with the classes' environmental theme, were made of recycled paper and hand-printed with designs created by the students. The designs were cut into rubber stamps, dipped into paint, stamped individually onto each card, and sold in sets of six for $1. The students' enterprise netted enough money for an environmental field trip to the Tennessee Aquarium in Chattanooga.

In addition to fostering problem-solving, cooperative learning, and

business skills, the Getting Kids Involved program is also helping students develop impressive communication skills as they conduct presentations on their program before such groups as the Association of Experiential Learning at the John C. Campbell Folk School in Brasstown, North Carolina.

While the Getting Kids Involved program receives some funding from Foxfire Teacher Outreach, the program relies primarily on non-monetary resources such as community volunteers and materials. Another important source of assistance is the network of Foxfire teachers that extends across the country.

Indicators of the program's success are many. Teachers report that student involvement in the projects and their commitment to tasks is phenomenal, as illustrated by the students' desire to continue making gift tags after reaching their original goal of 1,000. Another measure of success is that students from the regular school program ask how to "get into" the resource room, a place that students had traditionally avoided.

Replicated in hundreds of classrooms throughout the U.S., the Foxfire approach is a uniquely versatile program that has been used successfully with elementary, junior/middle, and high school students in all disciplines as well as with children with hearing impairments, behavioral disabilities, or other exceptionalities.

Girl Scout Serve-America In-School Project

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First through Eighth Grades

Interdisciplinary

When economic circumstances at schools in rural Covington and Greene Counties in Mississippi reduced the availability of educational, recreational, and leadership opportunities for students, the Girl Scouts stepped in with a community service program designed to build citizenship, decision-making, and teamwork skills.

A fully collaborative program, the Girl Scout Serve-America In-School Project has included the participation of school and district administrators, community organizations, the University of Southern Mississippi, and the Gulf Pines Girl Scout Council. The Council consulted with local school superintendents, principals, and guidance counselors on the best ways to meet the educational requirements of the schools. The American Red Cross, the local chamber of commerce, local hospitals, and others helped determine where service was needed most. Leadership training and volunteers were provided by the University of Southern Mississippi's Department of Human Performance and Recreation.

The Girl Scout In-School Project began with a pet therapy project at Collins Middle School, where all girls are members of the Girl Scouts. Girls were chosen to participate in the project on the basis of essays they wrote for English classes. They were taught how to work with Chihuahuas certified by Therapy Dogs International and attended a workshop identifying the special needs of the elderly nursing home residents and children with handicaps who would be receiving pet therapy. After completing their training, the students accompanied the dogs and interacted with patients at the nursing home and at the hospital.

As part of the Girl Scout activities at Hopewell School, girls submitted landscaping designs for the campus courtyard to project administrators. After parts of several plans were combined into a comprehensive plan, all of the girls at the school participated in planting flowers and shrubs. Science classes took over the care and watering duties. The students will complete the courtyard by constructing a picket fence from plans designed in a mathematics class.

In another service-learning project, environmental and science classes researched recycling needs in the area. To promote recycling, they decorated recycling boxes to be used by area businesses. Other projects, such as an emergency service project, drew students from several schools. Since the area lacked a 911 telephone emergency service, the residents needed readily available emergency information, such as the

telephone numbers of the fire, police, and rescue departments and directions for dealing with a medical emergency. In response, students from Covington County canvassed the area to identify the available emergency services and mastered emergency first aid skills. They then designed, produced, and distributed medical emergency telephone cards to local businesses and residents. The students also collected bandages, antiseptics, and other material for emergency first aid kits and distributed them to six area churches. Girl Scouts from Greene County will be completing and distributing the emergency medical information cards this year.

Primary funding for the Girl Scout Serve-America In-School Project came from a Serve-America grant. About 50 students from the University of Southern Mississippi helped provide training and assistance, some as volunteers and others for credit. The Gulf Pines Girl Scout Council directed the projects, and community organizations supplied volunteers and donated materials.

Handy Hearts Corps

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High School

Interdisciplinary

Recognizing that the "need to be needed" is universal, the Handy Hearts Corps at the Western Carolina Center in Morganton, North Carolina, enables people with developmental disabilities to be the providers rather than the recipients of services. Through this program, adolescents and adults with developmental disabilities are paired with teenage volunteers to offer such services to the community as volunteering at the local hospital, caring for pets at the animal shelter, and visiting nursing home residents.

The teenage volunteers are recruited primarily from secondary schools in the Burke County School System, and the majority of program activities are conducted at Liberty Middle School, which serves as the "sister school" of the Center. Each volunteer is matched with a partner with disabilities according to common interests and assessed through an interest inventory that is administered to program participants. The teams are matched, in turn, with service opportunities according to their interests and community service needs.

The teams are supervised by activity team leaders–college students from the Therapeutic Recreation Program of Western Piedmont Community College who intern at the Center for a 10-week summer session to gain clinical experience working with people with disabilities. The team leaders and the program director identify service opportunities, provide transportation, supervise the Corps members' activities, conduct reflection exercises, and evaluate student performance.

Among the activities the Handy Hearts Corps volunteers have participated in are the following community service projects:

- participating in the annual March of Dimes Walk-America project (and raising over $1,000 for March of Dimes research to prevent birth defects)
- collecting over 23 bags of litter in the Adopt a Highway program
- taking tickets, distributing programs, and working the concession stand at athletic events
- delivering magazines to local hospital patients
- creating arts and crafts for nursing home residents
- baking cookies for shut-ins
- organizing an arts exchange and choir and band performance exchange with Liberty Middle School

In the first eight months of the program, Handy Hearts Corps members have completed over 2,300 hours of service valued at over $27,000.

The Handy Hearts Corps program has also expanded the summer Western Carolina Center Volunteer program, which was founded in 1964. In the Volunteer program, 50-75 teens have provided services and companionship to residents of the Western Carolina Center each summer. In the 27 years of the Volunteer program, approximately 6,000 hours of service have been provided each summer. In addition to establishing teams of Volunteers and Corps members with disabilities, the Handy Hearts Corps has expanded the Volunteer program to include at-risk students, students from low-income homes, and teenage mothers.

Service learning contributes to meeting the instructional needs of each of the three groups participating in the program. For Corps members with disabilities, Handy Hearts Corps activities become part of their habilitation plan. To fulfill academic requirements, public school students write essays, participate in reflection activities, attend job fairs, and share their experiences and perspectives with other students. The Handy Hearts Corps also supplements participating college students' instruction in therapeutic recreation with clinical practice.

As a result of their service-learning experiences, Handy Hearts Corps members learn the value of giving and become natural advocates for people with disabilities. The program also offers students the opportunity to explore potential careers. Many former Volunteers are now employed in key positions at the Western Carolina Center and in human service positions around the country. A 1989 study revealed that 25 percent of former Volunteers are now working in the health care field. Equally important, the Handy Hearts Corps is providing people with disabilities the community visibility and acceptance they deserve, the chance to act as self-advocates and to educate their community about disabilities, and the opportunity to demonstrate their skills.

Funds from Serve-America, corporate sponsors, civic groups, and other benefactors are used to fund the program director's salary, interns' stipends, and participants' materials, refreshments, and t-shirts. Plans are to further incorporate the Handy Hearts Corps program into the Liberty Middle School's service curriculum and expand to other schools.

Ongoing development and evaluation activities are designed to stimulate extensive participant input, feedback, and reflection. To help other communities replicate the Handy Hearts Corps, program directors are developing a manual and evaluation forms on program organization, recruitment, management, and documentation. The program's fluid, flexible format will enable a variety of organizations with diverse demographics to replicate the Corps to meet the individual needs of their communities.

Helping Hands Project

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K-12

Interdisciplinary
Career-Oriented

To expand educational opportunities for children attending school in Bremen, Georgia, the school system turned to the Bremen community as a focus for service learning projects. The result has been a unique K-12 service-learning program in which almost the entire town of Bremen serves as a "classroom" for service projects.

The projects are natural extensions of class curricula. For example, students from an American Government class volunteer to work during the city elections. In one English class, students participating in a Tall Tales project design and wear folk hero costumes as they read stories to elementary school children. Another English class makes weekly visits to the Senior Citizens Center to record reminiscences of the elderly. These stories are being published in *PATHWAYS: Those Who Have Seen, Teaching Those Who Will See.*

The projects also address significant community needs. Middle school students in a community projects exploratory class volunteer at the local nursing home, with Head Start, in public housing projects, at the elementary school, and at other service sites. Special education classes design activities and develop projects for preschoolers in the Early Bird program. Elementary school classes collect food for local churches, work on beautification projects, or "adopt" nursing home residents and hospital patients.

Under an apprentice program, student volunteers can also explore potential careers by working in occupations that interest them. For example, members of the business department's student chamber of commerce learn about business careers as they work with the Bremen Chamber of Commerce to study the economic conditions of the community and participate in economic development activities. Other students learn about opportunities in the health care field by working at a nursing home or a sick children's nursery.

Funds for the Helping Hands project are provided by a Serve-America grant through the Georgia Business Forum and the Georgia Department of Education. Contributing funds and volunteers come from the community. This community-wide participation is enabling the school to meet students' academic needs and improve school-community relations. At the same time, students are becoming familiar with the workings of their town and taking leading roles in serving the community.

Hippodrome Improvisational Teen Theatre

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Middle School
High School

Drama

The Hippodrome Improvisational Teen Theatre of Gainesville, Florida, began as a mainstream high school program in 1984, but when the Theatre began collaborating with the W. T. Loften Educational Center to enhance the Center's Life Management Skills classes, it was more than just an academic or curricular move. The Hippodrome and the Loften Center combined theatrical techniques and social skills curricula to create a drama program performed by Loften Center students that focused on the needs of at-risk children in Alachua County. Officials realized that these needs had to be addressed in Alachua, where one in four children below the age of 15 lives in poverty; the number of substance-exposed newborns doubled from 1990 to 1991; and cases of child abuse, school dropout, and suspensions were increasing. Residential programs at the district's detention center, halfway house, and runaway shelter had room for only 12 percent of those requiring services.

Under the auspices of the Governor's Drug-Free Communities Grant program, Teen Theatre targeted latch-key children and their families, public housing projects, schools, halfway houses for juvenile defendants, and other at-risk populations identified by local employers and churches. In association with the Alachua County Substance Abuse Prevention Partnership, Teen Theatre began coordinating prevention efforts in 1991 to combat alcohol and substance abuse in eight Alachua County municipalities. In 1993, with funds from a Serve-America grant, Teen Theatre was integrated into the Loften Center curriculum. The project used theatrical performances to reach eighth and ninth graders, a critical age group for the development of at-risk behaviors such as experimentation with alcohol, drugs, or sex. Performances included skits, monologues, songs, poetry, and dance.

The Loften Educational Center is a multi-purpose campus serving at-risk and vocational students, ages 11-22, who are either educationally or economically disadvantaged. Each week, two theatre specialists from the Hippodrome provide five, fifty-minute sessions during the Life Management Skills class. Using theatrical techniques and drama exercises, the class addresses issues such as substance use, teen pregnancy prevention, parenting, and violence prevention. The program also helps improve self-esteem, personal assessment, and teamwork, which are the objectives of the Life Management Skills class. Over the 18-week term, the theatre specialists lead students in the development of improvised scenarios that allow students to act out the skills they have acquired from the curriculum. Under the direction of the specialists and

the class teacher, these scenarios are scripted and rehearsed. Students are then shown the basics of producing, scheduling, and marketing their productions. Students develop a press release and other promotional materials and begin contacting high schools, middle schools, churches, and community groups to arrange performances. The performances allow participating students to share with their peers and the community the skills they have learned. After the performance, the students lead a question-and-answer session with the audience.

The Hippodrome Improvisational Teen Theatre program provides intervention and prevention services using peer communication and peer education. To assist in the exchange of information concerning the dangers of high-risk life styles, Teen Theatre employs an in-house prevention specialist to help develop the program. In addition to the existing Serve-America/Department of Education grant, Teen Theatre has made requests for continued funding for this program from local and national sources, including

- the City of Gainesville Police Department,
- the March of Dimes,
- Planned Parenthood,
- Paul Newman, Inc.,
- Southern Bell, and
- Target/Dayton Hudson.

The Loften Center is also pursuing funding, and the combined effort assures future funding for the program.

Besides increasing self-awareness, positive reinforcement, and recognition of participating students, the Hippodrome Improvisational Teen Theatre program has reached approximately half of the more than 4,000 targeted students in the eighth and ninth grade in Alachua County. In the process, Teen Theatre has developed peer education videotapes that provide a model program for counselors in their work with teens. The Hippodrome is requesting funding to develop hands-on training programs for teachers and counselors in the use of Teen Theatre prevention and intervention techniques.

Learning to Serve–Serving to Learn

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Middle and High School

Interdisciplinary Environmental Science

APPLE Corps' program, "Learning to Serve–Serving to Learn," offers Atlanta, Georgia, teachers and students the opportunity to address community needs through service learning. Middle and high school teachers from throughout Atlanta volunteer for APPLE Corps training workshops on principles and practices for modeling student participation in service learning provided by the School of Education at Clark Atlanta University. The intent of APPLE Corps is to gradually move the Atlanta Public Schools toward integration of service learning into the middle school curriculum.

Through the program, students of participating teachers can provide mentoring for younger students in various disciplines or participate in community service projects. While the service focus is often on elementary school children, projects have addressed other needs; the Chattahoochee High School Animal and Environmental Awareness Club cleared a wilderness trail and planted trees, bushes, and perennials at a county park.

At Riverwood High School in Fulton County, students from the Advanced Health Concepts course mentor at-risk children from two elementary schools on health issues, including pregnancy. Students in a Grady High School remedial English class serve as mentors to students from C. W. Hill Elementary, helping elementary students develop critical thinking skills. Students in the North Atlanta High School Wings program visit Garden Hills Elementary four days a week to help kindergartners and first graders expand their problem-solving abilities.

At Inman Middle School, cafeteria manager Elizabeth White was encouraged to turn her afternoon cooking class for at-risk students into a service project. Students chose the elderly residents of a nearby high-rise for donations of the food they prepared and at the same time established friendships with several of the elderly people. A health class teacher at Chattahoochee High School researched a smoking cessation class at St. Joseph Hospital, then developed a similar program for his students. The students developed a smoking awareness survey for the school and prepared a statistical analysis with a mathematics class. The health students then produced a videotape on smoking and presented it before the school; a follow-up survey measured increased student awareness about the dangers of smoking. Future plans are to involve the Georgia lieutenant governor in the project and to present the videotape at other area schools.

Participating schools draw on the resources of community agencies and private institutions such as the United Way and Hands On Atlanta to develop their service projects. Funds for middle school projects came from a Georgia Serve-America grant and the Fulton County Human Services Department. Teacher networking is encouraged to establish a core of knowledgeable, dedicated facilitators throughout the Atlanta and Fulton County school systems. Teachers and students get together at a year-end assembly to receive certificates and share their experiences and insights into the service-learning process.

An advantage of having an independent organization such as APPLE Corps administer the program is that it works directly with the participants and bypasses much of the school system's bureaucracy. Program effectiveness is evaluated through teacher observation and written appraisals of projects, pre- and post-project student surveys, student reflection questionnaires, and agency questionnaires measuring impressions and attitudes toward student volunteers. Current student volunteers have shown an increased concern for the community as well as excitement at the difference their service has made in the community. The students also appreciate the satisfaction of placing emphasis on others. Members of the community recognize the potential of the program to unite schools, churches, and the community to help at-risk students. Other results are improved attendance, increased leadership abilities, and improved school-community relations. Students and teachers are enthusiastic about the program and look forward to future projects.

Lifeskills With Service

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Ninth Grade

Language Arts

The Lifeskills With Service class in Charleston, South Carolina, engages at-risk youth in a curriculum that prepares them for service to the community. Through education, action, and reflection, the students respond to community needs and are recognized for their efforts. Lifeskills teams have mentored Head Start children and helped prepare and host fieldtrips for the Head Start class.

In the Lifeskills class, ninth-grade students learn to recognize their own talents and hone their volunteer skills. Students first examine community problems, discussing them in class, and coordinating with local organizations such as the United Way to identify and prepare projects responding to those needs. After breaking up into action teams that schedule the project and solicit donations, the participants work in the community for two class periods a week for three months. One team of approximately 15 volunteers works with Head Start, mentoring and developing fieldtrips for the students. A second team works with the elderly in public housing, serving as friendly listeners and planning special events for them.

The Lifeskills With Service class is taught at Cities In Schools, Charleston County's only alternative high school for at-risk students, as part of the county-wide Civics with Service Learning (CSL) program. As part of the social studies curriculum, CSL requires students to provide community service in projects such as Special Olympics, city clean-up, and tutoring. At Cities In Schools, the administrators recognized the students' need for supervised community activities to counter problems of self-esteem caused by poverty, the threat of street violence, lack of adult respect, and limited access to career-oriented experience. Targeting at-risk students teaches them to become contributors to the community rather than dependent on it and reaffirms their self-esteem by recognizing their contributions. Teacher evaluations show an improvement in students' attendance and attitude toward the school and community service; 100 percent of the participating students completed the year, and there were no suspensions.

Primary funding for the class came from a Serve-America grant and covered office expenses, materials, transportation, and food, which were matched by community donations. A local community college donated its auditorium for meetings and recognition events.

Making Good News Grow

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High School

English
Mathematics
Vocational Skills

The Good News at Noon program in Gainesville, Georgia, had finally found a home from which it could dispense free lunches, social services, and medical treatment to residents of the nearby low-income housing projects. But the program's two refurbished glass-factory buildings were located in an unsightly industrial area. With the help of the school, community, churches, and businesses, 30 students from Gainesville High School (many of whom lived in or near the housing projects) volunteered to landscape the buildings through a companion project called Making Good News Grow. The participants were chosen from a special education class and Project Success, a statewide program for academically and/or economically deprived students that includes a yearly service project.

The Making Good News Grow project was conducted over 15 consecutive Saturdays during spring, 1993. Students worked with a landscape designer to decide which plants would best serve the requirements of the area, including a discussion on the heating and cooling benefits of vegetation for a building. Under the guidance of a science teacher, students gathered soil samples and learned soil analysis and ways to compensate for chemical imbalances in the soil. The limitations of the environment and the effects of climate on the plants were discussed, and students selected a variety of plants suitable for the site. With the help of a math teacher, students designed the landscaping layout and planted the new vegetation. In addition to the hands-on technical training in landscape design and horticulture methods, students kept a journal for an English class assignment. Several students in a speech class made presentations on the project.

Over the past few years, the Project Success class at Gainesville High School has been involved in service activities designed to integrate English, mathematics, and vocational skills. These projects include tutorials for elementary school children, city-wide recreation activities for children, charity fund raising, and clean-up days at the homes of elderly people. Each year, several projects are presented to students who participate in the decision-making process for the year's activity. An important aspect of Project Success is the classroom instruction that emphasizes the importance and benefits of neighborhood participation

The Making Good News Grow project was designed to contructively use the free time, talents, and energy of students who lived in the area and who would readily see the benefits of working to improve their community. During the project, students kept a journal in which they recorded their reflections on

- what they had learned about landscaping and plants,
- what they had discovered about decision making and working with others,

- how that knowledge might be helpful in the future,
- how their participation had made a difference in the community and in themselves, and
- what kinds of goals they could set for future community service.

The journals were shared with classmates and graded by the teacher on individualized scales based on the student's ability. Students who are handicapped and find writing difficult were provided with tape recorders and blank tapes to use as journals. The instructors and the project director maintained a pictorial journal of the project.

Most of the funding for the project came from a Serve-America grant; this was supplemented with funds, services, and materials donated by community organizations, local businesses, churches, and the medical community. As a result of the collaborative effort, the area now serves as an "oasis in the industrial desert," designed and constructed by local students working to improve their neighborhood. At the same time, students with learning difficulties gave willingly of their free time and engaged in a project that emphasized the rewards of education and service to their community. The community's attitude toward the special education students improved when the local volunteers saw how productive they were in a project that reflected student initiative and benefited the community.

Middle School Teacher Corps Project

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Junior High School

Tutoring

The Teacher Corps Project in Hillsborough County, Florida, was developed to address the academic needs and career planning of at-risk junior high students and use those same students to provide tutorial services to elementary school children. Goals of the program are to provide students, particularly minority students, with role models in successful academic careers, encourage students to consider teaching as a profession, and provide them a first-hand look at college life and the opportunities a college education offers.

The program has two components: tutoring and mentoring at an elementary school and membership in an academic/professional support group. Eighth- and ninth-grade minority students at Adams Junior High in Tampa who have demonstrated responsibility and academic promise are selected by teacher recommendation and counselor screening. After enrolling in an "Employability Skills" or "Peer Counseling" class, participants spend a week in orientation for their tutorials and observe the elementary classes in which they will tutor. The Peer Counseling class consists of students who tutored as 8th-graders, and as 9th-graders can assist the younger students in the program while receiving high school credit. To encourage family participation, parents of tutors are invited to attend a session explaining the program and are provided information on ways to support their child's developing college aspirations.

In the target elementary school, the tutors sometimes work as clerical help for the teachers, but more often they assist students with their work. As facilitators in the open classroom, the participants respond to student questions during lessons and sometimes serve as one-on-one tutors. In the case of the 9th-graders, they may also lead small groups of five to eight elementary students in discussions.

The tutors are assigned to an advisory group that meets as part of their homeroom at Adams to discuss their activities as well as their success and challenges; teachers also encourage students in the advisory group to consider a teaching career. The members of the group, which is regarded as a "future teachers" club, receive guidance in decisions about college attendance and careers requiring postsecondary education. Participants visit the University of South Florida for a day and are paired with teacher education students who provide the junior high students a closer look at college life.

Discussions with advisors and evaluations have shown a noticeable improvement in the students' attitude toward the service project and school in general as well as an increase in their grade point averages. As an additional incentive, students who have successfully completed the program are awarded U.S. savings bonds to start their college fund. Teachers remarked that tutors returning to their classes after mentoring found it difficult to relinquish their role as tutor; they often offered suggestions and instruction to their peers who needed help with lessons. The at-risk students developed a greater appreciation of the challenges and rewards of teaching (including how difficult it could be to control behavior in a classroom). There was also an improvement in the students' attitudes toward careers. Pre-project tests suggested that several volunteers planned to attend the local vocational-technical institute; tests after the project revealed that students had changed their minds and were choosing the college track in high school instead.

In three years the program has expanded from Adams Junior High School to five county junior high schools. Jerry Murray, Adams Junior High Science Department head and the original advisor to the first 8th grade class of the Teacher Corps Project, has been selected the 1994 Florida Teacher of the Year, in part because of his work with the project. Funding for the project comes from a grant administered through the federal Student At-Risk and Family Involvement program.

Morehead Opportunity Program (MOP)

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Elementary School

Interdisciplinary

At Morehead Elementary School in Durham, N.C., kindergarten and first-grade students who arrive early no longer sit impatiently in the lobby waiting for school to begin. Instead, they spend their time reading, writing, or making puppets with fourth and fifth graders. When the bell rings, the older children walk the younger children to class, where they exchange hugs before parting. All morning, the fourth and fifth graders work diligently to complete their assignments by 11:30 so they can return to tutor the younger children.

Morehead Elementary is located in the West End of Durham, which is also home to the Community Shelter for HOPE homeless shelter; the Genesis Home for homeless children and their single parents; numerous drug dealers and drug abusers; and many parents who feel helpless or apathetic. Designed to help end the cycle of poverty, drug abuse, and crime, the Morehead Opportunity Program (MOP) fosters the talents and skills of Morehead students by providing successful learning experiences and positive peer group activities. The program aims at increasing students' self-esteem, enhancing their communication and problem-solving skills, and promoting healthy social-emotional development.

MOP is making a big difference in the Durham community. The following projects are among fourth and fifth graders' accomplishments:

- operating a before-school care program for kindergarten and first-grade students
- collecting canned goods for Hurricane Andrew victims
- tutoring young children
- serving as tour guides for visitors to Morehead
- organizing a school sandwich-making project, including notes with the sandwiches such as "Have a nice day!" or "I hope you find a job," and delivering the sandwiches to the Community Shelter for HOPE
- organizing the children's playroom at the Genesis Home
- keeping school grounds clean
- organizing fund-raisers for the Easter Seals and Leukemia Societies
- establishing and staffing the MOP Supply Store where they sell pencils, pens, paper, and folders to buy toys for homeless children

Future projects being considered include raising money to buy books for the children of the Genesis Home, "adopting" nursing home residents, and organizing monthly school-wide service projects.

MOP students, most of whom are at risk, are selected according to interest, need, parent and teacher recommendations, and interviews by the MOP teacher-coordinator and two MOP members. The group meets for one hour once a week at the end of the school day. At these meetings, the students plan and organize projects and reflect on their activities by discussing their efforts and related social issues, creating art, or recording their feelings in journals. Student evaluation is based on journal entries, behavior, attendance, and leadership and problem-solving abilities. The MOP program is evaluated by teacher observations, student comments, and student journal entries.

The success of the Morehead Program is apparent in many ways, including improved student attendance, grades, and self-concepts. One of the most important improvements has been in student behavior, which can be attributed in large part to the MOP students' efforts to set a good example for the younger children they tutor. The program has also influenced the classmates of MOP participants to improve their own study habits and citizenship in hopes of becoming "MOPsters" themselves. A source of pride for the entire school and community, the Morehead Opportunity Program was recognized as an exemplary program by *Scholastic* magazine in 1992.

The Morehead Opportunity Program is funded by the Durham Public Education Network's Teacher Initiative Grant. At less than $1,000 (for school supplies, a resource library, t-shirts, refreshments, and travel to local shelters, etc.), it is a low-cost program that can be easily replicated by other schools. To encourage other teachers to view service as hands-on education, the MOP members are developing a guidebook on the "hows" and "whys" of service.

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High School

Social Science
Law

Through the Osceola Teen Court in Osceola County, Florida, teenage students determine the "sentences" of teenage lawbreakers. To help youthful offenders better understand the repercussions of their actions, their sentences involve community service–instead of fines paid by parents or guardians–thereby requiring youthful offenders to accept direct responsibility and the consequences of their behavior. At the same time, the non-profit program provides participating students an opportunity to develop and demonstrate capacity for self-government and responsible citizenship through service projects. Modeled on a successful juvenile offender program that originated in Texas, Teen Court is designed as a sentencing alternative to reduce court time and money spent on less serious juvenile offenses and provide a more positive form of restitution for offenders.

Each year, as many as 150 other students volunteer to take on the roles of defense and prosecuting attorneys, bailiffs, jurors, and clerks in the Teen Court; the only participating adult is the presiding judge. Students in grades 9-12 who participate in the program agree to serve for one school year, abide by the law, and respect the oath of lawyer-client confidentiality. Members of the Osceola County Bar Association design and conduct specialized training for the volunteers to prepare them for their roles as officers of the court.

Volunteer teens adjudicate cases that range from petty theft, battery, and trespassing to "molesting a vending machine" and unlawful use of a BB gun. Each student maintains a portfolio that includes case study reports and a log of his or her thoughts on court proceedings. In 1992, students volunteered over 9,000 hours in Teen Court. Besides the volunteer hours, students must spend a minimum of nine hours in their school's Community Service class. There they enhance their teamwork skills with cooperative learning, apply critical thinking strategies, participate in intergenerational learning activities, and improve their communication abilities by discussing relevant issues and writing journal entries, logs, and case studies.

To have his or her case accepted for adjudication, the juvenile offender between the ages of 8 and 17 must be referred to Teen Court, admit guilt of the offense, and be accompanied by a parent or guardian during the pretrial and trial phases. Community service is required of all defendants, who provide from 4 to 50 hours of service at their choice of agencies and organizations such as the Council on Aging, hospitals and nursing

homes, the Elks Club, libraries, and the parks and recreation department. Judgments must be carried out within 30 days following the trial. In 1992, juvenile offenders performed nearly 2,000 hours of community service.

In addition to community service, the jury may require the defendants to write essays about their offense or letters of apology to the victim(s). After fulfilling their obligations, they are also expected to serve on the Teen Court jury.

Funding from Osceola County, the cities of St. Cloud and Kissimmee, and the local school board is used to support the program and its full-time coordinator. Additional funds come from a Serve-America grant and a Winn Dixie Good Citizenship award. Materials, postage, office equipment, telephone, utilities, and other expenses are provided by court administration and private donations. The program has continued to operate since October 1991 through the volunteer services of the judge, Osceola County Bar Association members, parents, interested citizens, and court personnel, who have contributed 1,600 hours to Teen Court.

In 1992, 12,643 community service hours were donated by all participants in Teen Court. For their efforts, student volunteers received specialized instruction on the legal system and earned half a high school class credit (contingent upon the completion of a minimum of 60 hours service with Teen Court). Defendants were exposed to positive peer models, demonstrated responsibility for their behavior, and had a positive alternative to jail or detention. Additionally, the Teen Court program helped reduce the burden on the juvenile court system. Yearly reports have revealed that the rate of participants' recidivism has been less than 4 percent (11 repeat offenders from more than 300 juvenile defendants from Teen Court in 1991-92).

PAL Service Club

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Middle School

Vocational/Career Education
Science
Other Academic Disciplines

Established in the belief that sometimes the best way to help yourself is by helping others, the PAL (Program for Alternative Learning) Service Club is an alternative education program that uses service learning as a strategy for helping high-risk students achieve educational and personal goals. During its first year of operation, the program served approximately 70 middle school students attending the Program for Alternative Learning Academy in Sumter, South Carolina. Most of these students had been referred to the Academy because their academic or behavioral problems were causing them to be unsuccessful in school. The students' most serious problems stemmed from a lack of responsibility, disrespect for others, and a tendency to see themselves as victims. Thirteen percent of the students had criminal records.

As with other students attending the Academy, an Individual Student Plan was designed for each student participating in the PAL Service Club. As part of the plan development, each student selected the type of service he or she would provide, with teachers incorporating appropriate activities into the curriculum. For example, students who read stories to hospitalized children met a reading objective. Students who gave their original art to a nursing home fulfilled an art assignment. In vocational or science classes, students achieved instructional objectives by applying what they learned about electrical systems to the installation of smoke alarms in homes. While working as a receptionist at the YWCA, one teenager applied the clerical and accounting skills she had acquired in a business-vocation class as she learned about less fortunate people. Another student, a "slow learner," wrote his own book that he read to younger students at a neighboring elementary school.

By the end of the first year of the program, PAL had demonstrated that even students with the most serious academic and behavior problems could benefit from participation in service learning. Academically, all participating students demonstrated a one letter-grade increase in at least two subjects during the project year. On a student survey, 100 percent of the participants reported a heightened sense of civic pride and responsibility, and community agencies reported a significant increase in student volunteerism. Their teachers also observed improved leadership skills among the PAL group. For the first time, PAL Service Club students began participating in student government, volunteering as mentors for new students, and taking part in enhancement/ extracurricular activities such as Math Superstars.

The greatest progress was in the area of responsibility and respect for others. "They're like different people when they work with the elderly or people less fortunate than themselves," asserts Project Director Delcia Harper-Baxter. In the first year of the program, 11 percent of the students participating in the PAL Service Club had no discipline referrals, and 33 percent had fewer than 10. Of the nine students with previous criminal records, only one was a repeat offender.

The PAL Service Club project is supported by a Service-Learning seed grant through the South Carolina Department of Education and with funding provided by the school district and county council. Other resources include volunteers, who fill the roles of mentors, guest speakers, and chaperones.

Interested schools can order detailed descriptions of lesson plans, including objectives, activities, and evaluations, from PAL. A speaker's bureau is also available for presentations, and Academy staff will answers questions from other schools.

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High School

Interdisciplinary

In a unique pilot experiment, the Jackson, Mississippi, Public School System, the Close Up Foundation, and the Constitutional Rights Foundation have joined forces to develop a service learning program for students in the Jackson school district. In Project ACT (Active Citizenship Today), students identify community needs and propose service ideas in classroom discussions, then implement activities that include food collection and distribution to the homeless, volunteering for election campaigns and rehabilitation centers, and developing school regulations for student behavior.

Service activities begin in the social studies curriculum of the schools. All students in U.S. government, state and local government, law-related education, and U. S. history courses discuss civic involvement and identify needs in their community. Participants then do a walk-around of the area near the school, performing on-site observation and research. Back in class, the students brainstorm problems and design service solutions. Trash clean-up projects, food collection at football games for distribution to the homeless, and work at nursing homes and rehabilitation centers are some of the student projects. Students also volunteer for voter registration drives and have worked locally in presidential campaign offices. In-school projects include beautification of campuses, lunchroom clean-up, and the development of rules and regulations governing student conduct. High school students work as mentors with Chapter One elementary school students and have initiated a Family Day at a park for local citizens. Drug education programs are now associated with Project ACT, with volunteers presenting public awareness information to younger students. Student volunteers also participate in the administration of ACT itself, sitting as voting members of the district advisory board. ACT is associated with the local United Way, which provides access to service agencies and information on community needs.

Project ACT in Jackson, Mississippi, is one of five national pilot programs established through the Constitutional Rights Foundation and the Close Up Foundation, both non-profit, non-partisan, community-based national organizations dedicated to educating young people in civic responsibility and participatory citizenship. Funding is through a grant from the DeWitt Wallace-Reader's Digest Fund.

Jackson ACT has a three-year development sequence that will eventually involve all students in required service-learning projects through their social studies curriculum. Now in its second year, the program began

last year with four high schools, is expanding this year to include all eight high schools, and will reach all middle and high school students in Jackson Public Schools next year. The local board of directors includes students, teachers, school administrators, and business people who are dedicated to establishing local funding sources to continue the program. As a pilot program, Jackson is available to provide materials and assist other school districts in developing similar programs, including advice on locating local funding sources for implementation of service-learning projects.

Project H.E.L.P. of Okeechobee, Inc.

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High School

Vocational Education

Okeechobee County, Florida, on the northern tip of Lake Okeechobee, is home to a large population of elderly poor, many of whom have been living in homes in great need of repair. With no publicly supported low-income home renovation projects in the county, the residents' living conditions have worsened over time. Recognizing that the need for repairs had become a safety and health issue, the Okeechobee School Board entered into an agreement with the Okeechobee Senior Services to make the repairs necessary to bring the homes into compliance with municipal building codes.

The repairs are provided through the Help the Elderly Live Proudly (H.E.L.P.) project, which currently serves over 300 indigent elderly in Okeechobee County. In this project, high school vocational students provide carpentry and other home repair services to elderly people who are unable to perform the work themselves. Thus, while giving the students an opportunity to apply their carpentry and other skills to meaningful work, the H.E.L.P. Project encourages intergenerational interaction and empathy.

Two groups participate in the project: Okeechobee High School students enrolled in a Carpentry Skills and Framing Fundamentals class and adjudicated youth from the nearby Gator-Noles youthful offender facility. Although neither the vocational students nor the juvenile offenders have experienced success in academic settings, both groups are responding well to the project's vocational track.

Under the supervision of their teacher (a certified electrical engineer), the students perform basic non-structural repairs and remodeling–building ramps and steps; fixing windows, ceilings, and floors; and replacing broken entry locks, light switches, and fixtures–to bring the homes up to building codes. Students prioritize repairs, plan the repair sequence, assign duties, and inspect and critique completed repairs as a group. The project also involves some site clean-up to improve sanitary conditions. Students are graded on

- demonstrated technical knowledge and skills,
- content of daily journal entries,
- cooperation,
- class participation, and
- final essays that reflect on their community service.

By promoting intergenerational contact between the students and homeowners, the H.E.L.P. Project has heightened the students' awareness of the problems of the elderly. It is also credited with improving students' attendance and vocational skills.

The H.E.L.P. Project has galvanized banks, churches, businesses, professional craftsmen, and non-profit agencies to cooperate in addressing the needs of members of their community. Local banks and a church have supplemented the project's Serve-America grant by contributing approximately one-third of the program funds. Most materials are provided by local businesses at cost, and local contractors, plumbers, roofers, and electricians do all major structural repair at cost or for free.

PROJECT: SERVE

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High School

Science
Language Arts

PROJECT: SERVE is a performance-based course in which high-risk students attending Spring Valley High School in Columbia, South Carolina, perform community service. An optional strand of the school's dropout prevention program, the project serves approximately 40 students from grades 9-12 with a history of personal, family, and academic problems.

Students participating in PROJECT: SERVE propose a service-learning project or select a project from opportunities identified by the project director, a United Way representative, and the Student Steering Committee. Ten students from the dropout prevention program comprise the Student Steering Committee, which is also responsible for helping solve any project implementation problems.

PROJECT: SERVE volunteers have participated in a wide range of activities, including the following projects:

- peer tutoring special needs high school students in academic subjects, physical education, drama, and dance
- coaching students who are preparing to compete in the Special Olympics
- using hands-on approaches to teach science to elementary and middle school students (for example, constructing weed eater-powered race cars to illustrate the principles of motion)
- "adopting" 40 Head Start kindergarten students for special events, such as a magic show, a Valentine's Day party, and an Easter egg hunt
- sprucing up and painting a local homeless shelter
- recycling newspapers and aluminum cans

PROJECT: SERVE has also been instrumental in assisting faculty members establish school-wide goals for service initiatives. Now, most students who complete service learning activities as part of their course work are required to

- document their service activities and maintain journals in which they answer questions designed to stimulate reflection;

- prepare research papers or annotated bibliographies on a

topic related to their service, such as battered women, foster care, developmental disabilities, etc.;

- submit a final paper reflecting on their experiences and a portfolio that contains documentation of completed service responsibilities, verification of hours contributed, and a performance evaluation by the agency supervisor; and

- present an exhibition of their accomplishments (in the form of a videotape, art, written work, a theatrical performance, a musical composition, etc.).

Anecdotal accounts from teachers indicate that the program has succeeded in improving the self-esteem of students as well as service recipients. As a result of their participation in PROJECT: SERVE, many students are reported to have a better sense of purpose, behave more maturely, be more open to new experiences, and, in general, be more caring and giving. PROJECT: SERVE has also been credited with improving the image of the dropout prevention program at Spring Valley High School and in the community.

PROJECT: SERVE was funded by a Serve-America grant and an in-kind contribution by the school system. Meeting space for the Student Steering Committee has been provided by the Columbia Marriot, and community volunteers serve as project advisors. A proposal for PROJECT: SERVE II, an extension of PROJECT: SERVE, has been submitted for Serve-America funding. If funded, SERVE II will enable an additional 250 students to participate in service-learning activities.

A fellowship from the National Society for Experiential Education–one of 18 awarded in the nation–is enabling Project Director Beverly Hiott to extend service learning opportunities to all 2,500 members of the student body, train other faculty members to integrate service into the curriculum, and create multilevel service-learning courses and credit-bearing community service student internships.

Meanwhile, project participants are developing a replication kit containing a videotape showcasing PROJECT: SERVE, a portfolio documentation package, and guidelines for implementing the program. Additionally, student participants are available to give presentations to schools interested in replicating PROJECT: SERVE.

REAL Enterprises

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High School

Business Education

The Swainsboro, Georgia, REAL (Rural Entrepreneurship through Action Learning) Enterprise program is designed to respond to the needs of the Swainsboro students, schools, and community with creative solutions to the educational and economic challenges they face. With help from teachers, students research community needs and then design and establish small businesses to fill economic niches, such as a t-shirt screening-printing business, a bakery, and a delivery service for elderly shut-ins.

Swainsboro's project is one of many REAL Enterprise programs. Based in Athens, Georgia, REAL works with local school systems in 14 states to support projects that strengthen rural communities by providing entrepreneurial students with exposure to the business community and incentives to remain in their home towns rather than move to metropolitan areas. Through research supported by REAL and projects implemented through local schools, students learn to identify and respond to the economic needs of their community and help plan and develop needed enterprises.

Students participating in the REAL course research, design, and operate their own business, either individually or as a group. Work begins in the classroom, where students work with others to develop communication skills and learn basic accounting and record-keeping. They also study group dynamics and personal and community relations. At Swainsboro, advanced students enrolled in the REAL II course act as mentors to the beginning students in REAL I.

Research also includes field trips that enable participants to interview business people and learn firsthand the benefits and responsibilities of owning a business. The students also conduct surveys of the community to identify residents' interests and areas where new businesses will succeed. Specially trained instructors guide the students in the planning process and facilitate access to information, resources, and people who can provide further assistance. They also encourage students to work as apprentices at businesses that interest them.

When students have completed a plan, funds are provided through the school to establish their businesses. REAL staff give ongoing support to the program through in-service seminars for teachers, curriculum guides, site visits, and regional planning sessions. One student developed a t-shirt screening-printing business and has received a grant through REAL to buy equipment. REAL also helped her secure a bank loan to

continue her project while she attends college. Another student began a bakery and now attends culinary classes at Augusta Tech; she plans to return to Swainsboro and open a larger bakery.

The REAL program addresses the needs of rural areas, often the last to gain access to innovative programs. It is responding to the long-term economic needs of the community by encouraging students to develop businesses that draw on local resources and people to succeed. At the same time, REAL is helping students re-direct their attitudes about the future; instead of considering themselves only as potential employees, they now see the possibility of becoming employers themselves. Their attitudes toward learning also change when they realize the rewards of applying knowledge to a specific problem or goal. Teachers have noticed an increased maturity in students involved in REAL–a more serious-minded willingness to assume responsibility. Parents and the community are very receptive to the program, and businesspeople are enthusiastic about sharing their insights.

Funding for REAL usually comes from the school system involved or staff development funds as well as state-level REAL organizations and the local community. In some instances, the community support has been from a neighborhood bank or the chamber of commerce.

Rutherford High School/Tyndall Air Force Base Environmental Project

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High School

Environmental Science

Close neighbors in eastern Bay County, Florida, Rutherford High School and Tyndall Air Force Base joined forces in December 1989, to form a mentoring compact dedicated to helping provide Bay County with the highest quality education possible. What began as a mentoring project has grown into a successful, large-scale service-learning enterprise.

In 1991, after the Air Force base was cited for environmental violations for dumping remnants of old runways in an environmentally sensitive area, Tyndall and Rutherford received authorization to reclaim two acres of the dump site on the base. Tyndall removed most of the discarded asphalt and concrete, but the area remained barren and littered with debris. A three-year project was initiated by Rutherford to work with Tyndall to environmentally reclaim the land.

The restoration project started with student visits to the site to remove remaining debris. They replanted native plants such as local grasses and bald cypress trees and monitored the progress of the restored landscape through ongoing research and environmental analysis. The project was later expanded to include the construction of a nature trail. During six weeks of the summer of 1993, students replanted pine trees at the reclamation site and built a 600-foot boardwalk through the area; this structure is the beginning of a proposed 2,400-foot boardwalk that will eventually be supplemented by an outdoor classroom near the shoreline. The boardwalk, which is accessible to the physically impaired, is open to educational and community organizations such as day-care centers, scout troops, and senior citizen groups. Rutherford students are also developing a study guide for use on the trail and will label indigenous species along the boardwalk.

Teachers and students began their environmental research by identifying and studying the four main ecosystems in the area: wetland, grassy knoll, pine forest, and salt-water shoreline. Students worked in pairs on two-meter-square plot studies to count and identify plant and animal species. Participants took soil core samples, which they then illustrated and described in reports on soil composition. Students studied soil types and textures, made visual field identification of animal species, and conducted laboratory observation of microorganisms. They also evaluated the area's soil porosity, or absorption capacity, and examined the interaction of soil porosity and pollution. Students collected and tested water samples from the inlet beach shoreline, fresh water wetlands, open bay shoreline, asphalt pile run-off, and ground water for salinity,

pH balance, and clarity. Oil content was established through a purification process that determined patterns of seepage into the water table. When appropriate, Tyndall Air Force Base lab equipment was used for water analysis.

This project used a multi-disciplinary approach and block scheduling of three classes: English II, Biology I, and environmental science. A group of science and English teachers designed projects for each visit. English and environmental science classes discussed site visits and kept journals during the project as a basis for reports and presentations. Grades were awarded in English and environmental science for completion of assignments for each visit.

Funds for student transportation, supplies, instructional and staff salaries, and travel expenses were provided by a Serve-America grant and the Tyndall Compact grant. The local garden club donated cypress trees, and Tyndall Air Force Base provided the lumber for the boardwalk. Mentors and Tyndall personnel have contributed more than 2,300 volunteer hours of their time since the project's inception.

Project coordinators and teachers are available for training and consultation to assist other schools in replicating the project. They can be contacted by telephone or FIRN-MAIL. Training packets, videotapes, and material on incorporating research procedures into science curricula are also available. Information on procedures and data results are stored on disk and can be shared with requesting schools for comparative analysis.

As a result of the Rutherford/Tyndall Environmental Program, Tyndall Air Force Base was presented the Distinguished Business Partnership Award by the Florida Commissioner of Education. Attendance and grade point averages of participating students have improved, while teachers have noticed increased self-esteem among student participants. Rutherford High School is continuing to monitor the progress of the restored dump site and is working to complete the boardwalk and outdoor classroom.

School-Based Service Learning

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Middle School

Environmental Science

To highlight the importance of recycling in their community, diverse student groups attending Ben Hill County Middle School in Fitzgerald, Georgia, have developed a parks restoration program. Through the School-Based Service Learning program, the students apply effective recycling practices as they restore neglected parks. In all, the projects have involved over 1,900 hours of student volunteer service.

Approximately 120 students participated in the first year of the School-Based Service Learning program, half from Success Seminar classes for at-risk students and half from Quest classes for academically gifted students. The students met for weekly discussion groups to discuss recycling and plan their service-learning projects. In addition to being a mechanism for stimulating interaction between the two groups, the service-learning projects helped foster creativity and teamwork as well as leadership and decision-making skills.

To make students aware of recycling issues, guest speakers from the local government, area landfill projects, and business and industry participated in student meetings and discussed recycling needs. After visiting neighborhoods, parks, and other areas of Fitzgerald that would benefit from recycling efforts, the students decided to restore several old downtown parks, a decision that the people of Fitzgerald applauded.

The middle school students' most ambitious project was the historic Blue and Gray Park, which is adjacent to the commercial center of Fitzgerald. In addition to clearing trash and planting shrubbery, the students cleaned a large wading pool in the park that had been filled with mud and debris. Then they refilled the pool with soil and planted flowers to create a butterfly garden.

To fertilize the new plants for the parks, the students created a public demonstration compost bin by digging a trench around a large area and burying wooden pallets to create a fence. The pallets had been discarded by a local store, which had used them to transport materials by forklift. The student began composting using discarded vegetation gathered from the park cleanup. Smaller compost bins were made from pallets and distributed to other parks, the middle school, and to individuals who requested them.

The students continued their work during the summer, cleaning up the local recycling center, preparing and painting two historic cannons in the Blue and Gray Park, and cleaning and landscaping their school campus.

The School-Based Service Learning program was supported by a Serve-America grant, and matching local funds that were used for transportation, equipment, and educational materials. The wooden pallets were transported to the park by a volunteer crew from Modern Industries, while the completed compost bins were delivered by a parent volunteer. The city donated the soil for the butterfly garden, and two nurseries and the agriculture department of the local school system donated plants for the parks.

Serve-America Program–OWLS

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K-12

Environmental Science

Carteret County School Systems' Serve-America Program is a partnership with the Outer Banks Wildlife Shelter (OWLS), an animal rehabilitation center established to mitigate the destruction of wildlife caused by development on the fragile Outer Banks of North Carolina. According to the President's Council of Environmental Quality, wildlife on the Carteret County's coast has been exterminated at a rate 55 times the rate of destruction 150 years ago. If this trend is allowed to continue, over 4,000 species will disappear within the next few decades.

To prevent the predictions of environmental scientists from coming true, OWLS was founded in 1988 to provide shelter for sick, injured, or orphaned animals. In the first four years of its existence, the OWLS shelter treated over 3,300 animals, including 17 species of mammals, 9 species of reptiles, and 123 species of birds.

By working with OWLS, the school system is providing sufficient student power to ensure that most of the sick and injured animals in Carteret County are being admitted to the shelter. The Serve-America–OWLS program is also training Carteret County youth in the latest techniques of animal care and preparing them to respond to emergencies threatening wildlife. Equally important, the program fosters in students a genuine appreciation and concern for animals and the environment and instills in them a sense of civic responsibility and pride. In return, students are provided a live science laboratory in which to study birds, reptiles, mammals, and aquatic animals; the opportunity to work with animals; the guidance of caring, perceptive adults/mentors; and a healthier environment and future.

Grades K-12 are involved in the Serve-America Program, and the school board's goal is to have every student in the system participate in some phase of the program. A variety of service options are available. Fulfilling objectives in vocational, social studies, science, and English courses, secondary school students perform the following services:

- building bird feeders for OWLS to sell
- helping maintain the animal shelter
- constructing animal and bird cages
- planting bushes and trees to attract birds
- cutting and positioning logs and branches for raccoons, squirrels, opossums, songbirds, and other animals to use
- creating educational displays on wildlife preservation
- publishing a monthly newsletter in the high school print shop

Many K-4 students serve in the Eagle Eye Corps, a youth organization that reports the location of injured animals to the shelter. Other contributions of elementary school students include the following services:

- weeding and pruning
- picking up trash
- collecting aluminum cans for recycling
- collecting berries and acorns for winter feeding
- participating in fund-raising activities
- distributing flyers and posters publicizing wildlife preservation issues

The Serve-American Program is being evaluated on its integration of shelter activities into the schools' curricula. Other measures of the program's effectiveness include the number of animals admitted to the shelter, the number of students participating in the OWLS rehabilitation program, and the amount of donations from the public resulting from the schools' involvement in the center's activities.

Most of the Serve-America grant funds for the project were used to set up an animal operation room and a training classroom for students at the shelter; the balance paid for equipment, supplies, travel, and staff training. Donations and fund-raising activities, including a sand sculpting contest, membership drive, and the sale of recyclable materials collected by elementary school children paid the salary of a full-time veterinarian.

While the OWLS program is unique to the Outer Banks of North Carolina, a school interested in r·plicating the Serve-America Program–OWLS project can establish a partnership with a zoo, animal shelter, wildlife park, or any other agency in its area that helps protect wildlife.

S.O.S. (Save Our Students)

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High School

Environmental Science
Mentoring
Tutoring

In January 1992, Booneville High School in Mississippi identified an immediate and disturbing problem: over half the freshman class were failing at least one major subject–and were not doing much better in their other classes. These high percentages, as well as a 39 percent dropout rate, highlighted several areas of concern for administrators: a growing number of students needed tutoring, help with decision making, and improved attitudes toward school and their community. School administrators decided to address these problems by establishing the S.O.S. (Save Our Students) program. By combining an adult mentoring project and student-initiated community service projects, they hoped the S.O.S. program would improve students' attitudes and performance.

The mentoring project was directed by the Booneville High School guidance counselor, Linda Clifton. She began by identifying the specific academic needs of students from their records. She then recruited mentors–primarily retired teachers and community members–with abilities to match. Each mentor was assigned at least five students in a Learning Strategies class for subjects such as English, science, mathematics, algebra, and geometry. The first semester of the school year was devoted to tutoring and to establishing good relationships between mentors and students.

During the second semester and the summer, the students were involved in a variety of community service activities. One popular project was a student-designed landscaping plan and nature trail for the school. In addition to the 120 students from the Learning Strategies program, 60 students from ecology classes and members of the Prentiss County 4-H Club also took part in the project. With instruction from a soil conservationist, forestry agent, game warden, biologist, botanist, and engineer, the groups worked together to build the nature trail and outdoor classroom on the Booneville campus. The trail included a recognition key to 20 trees and the identification of existing pollution sites.

While working on the nature trail project, students applied skills they had learned in geometry, horticulture, drafting, chemistry, and botany classes and received credit for the service in their Learning Strategies and Ecology classes. When the projects were completed, students enhanced their communication skills by conducting presentations on the projects for elementary school students.

The results of the service and tutoring programs were dramatic. In one

year, the failure rate dropped from 56 percent to 31 percent for the ninth grade and from 26 percent to 7 percent in the twelfth grade. Similar successes were reported for the tenth and eleventh grades. Teachers reported a marked improvement in students' classroom behavior and attitudes and a corresponding decrease in disciplinary referrals. The community service program stimulated more positive attitudes toward the community, and the tutoring program succeeded in creating intergenerational bonds between the students and their senior citizen tutors. The tutoring program also won the FORUM Award for Excellence sponsored by the Public Education Forum of Mississippi.

Primary funding for the Save Our Students project came from a Serve-America grant administered by the Mississippi Department of Education and supplemented by a grant from Chevron. Additional donations of materials, money, and time were made by a local bank, the city, the school district, and various business and service organizations.

Student Volunteer Course

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High School

English

The Student Volunteer Course offered by the Lancaster County (South Carolina) School District was conceived in the belief that community service gives today's youth a keen awareness of the problems that exist in the world and helps prepare them to overcome these problems. In this program, high school students research community needs, selecting one or more areas in which to contribute 60 hours of service during a semester. They receive one-half credit when the course is completed.

One strength of the Student Volunteer Course is the level of student participation in the planning process. Students helped comprise the original program design team and they develop their own service contracts. Student-initiated projects have included serving as support agents for the local arts council; volunteering at the local humane society, fire department, library, and hospital; and helping develop special youth activities at a nearby state park.

At the beginning of the program, the students spend two weeks in the classroom, where service opportunities are described by community resource representatives from such organizations as the Red Cross, the local hospital, Adult Literacy, the county recycling department, the county council of the arts, and the police department. During the third week, each student develops his or her own community service contract, which is then approved by a teacher, fellow students, and community resource agents.

When the students begin providing their services, two teachers and four mentors (volunteer program graduates and college students who provide support for teachers and one-on-one assistance to students) monitor and evaluate the students' progress, providing guidance and follow-up training during site visits and weekly class meetings.

By having students provide services for people in need, such as latch-key children, senior citizens, people with disabilities, and the poor, the Student Volunteer Course helps the students

- demonstrate compassion for others,
- appreciate community problems,
- establish positive relationships with agencies serving the community,
- develop better self-concepts, and
- improve their awareness of career options.

Approximately 30 students in grades 10-12 participate in the program, which operates on an extended-day schedule with service accomplished before or after the school day. According to project coordinators, this approach enables more students to participate in the Student Volunteer

Course, since it does not conflict with other school courses, and increases the time students actually spend providing services and engaging in hands-on learning activities. The extended day schedule also provides flexibility in the volunteer activities that students can participate in. Thus far, students have provided such services as homework hot lines, after-school tutorials for younger children, baby-sitting for low-income families, food distribution, recycling, community beautification, disaster relief, and assistance for the aged.

Student service is linked to academic courses, where the students' abilities to communicate effectively, exhibit leadership skills, recognize community problems, and apply effective decision-making skills are assessed through service logs, journals, and oral presentations. At the conclusion of the semester, students submit written reports on their projects and conduct presentations to inform their classmates of community issues and needs. Each student presentation follows a "What I did–Why I did it–How it was good?–How it could have been improved?" format. Students also respond in journals or oral presentation to the question "What was the most important lesson I learned?" Grades for the course are based on teacher and peer evaluations of written and oral reports, assignments completed during the semester, mentor reports, and class participation.

The program is having a positive impact on the student participants, as evidenced by improved grades and increased attendance in classroom and volunteer service activities. By giving students the opportunity to earn extra credit, the service-learning course has meant the difference between retention and graduation for some at-risk students. Feedback from participating agencies involved with the Student Volunteer Course has also been very positive.

The Student Volunteer Course program is funded by a grant from the U.S. Commission on National and Community Service through the South Carolina Department of Education and by funds provided by local government. Approximately half of the funds are used for teachers' and mentors' salaries, with the remainder going to travel expenses, student supplies, and office expenses.

To assist other schools and districts in replicating the Student Volunteer Course, project staff have developed a set of materials on implementing the program that includes program goals and objectives, a syllabus, a list of agencies that are likely to participate in a service-learning project, journal requirements, and grading policies.

Students/Teachers Partners in Community Service/Research

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K-12

Science
Language Arts

Chickasaw County Schools in Houlka, Mississippi, spent a great deal of time, money, and effort completing its new school buildings, but the construction left little time or funds for landscaping. Rather than postpone the landscaping work, the district organized the Students/Teachers Partners in Community Service/Research program, giving the entire school an opportunity to participate in a service-learning project and learn the value of service.

The primary goal of the Students/Teacher Partners landscaping project was to soften the barren appearance of the new buildings and create a visual coherence to the campus. To that end, school officials engaged the Plant Design class at Mississippi State University to develop a master landscaping plan for the school. Implementing the master plan resulted in a campus landscape that is functional as well as aesthetically pleasing. Student volunteers planted a hedge around the elementary school playground that serves as a natural fence and a safety barrier between the children and a nearby parking lot. Trees planted along the street to ensure that the school's landscape is complementary with the surrounding community also help keep children away from traffic. The students also used plants and shrubs to shield utilitarian areas such as garbage bins and gas tanks from public view.

While learning about landscaping and horticulture during the Students/Teachers Partners project, students honed their research, critical thinking, and problem-solving skills. For example, student discussions of the impact of erosion on the environment led to the decision to arrange mulch around several old trees on campus threatened by root exposure. Applying their knowledge of energy, science students placed deciduous trees and added foundation plantings to shade the buildings and air-conditioning units during the summer and allow sunlight into the classrooms in the winter.

Each science class was also assigned a small area of the campus to plant and care for as a long-range research project. Older students performed longitudinal studies on the growth of the plants and wrote research papers that are kept in portfolios in the Library of Student Works for future reference on the project. Younger students helped with planting and wrote Big Books and Little Books about their experiences, and students enrolled in a technology class filmed, edited, and produced a film on the project.

Primary funding for the service activities was provided by a Serve-America grant, with matching donations of funds, volunteers, and materials coming from Mississippi State University, the school PTO, and community organizations.

Teach to Learn: Learn to Teach

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High School

Language Arts

In 1991, Meriwether County, Georgia, was experiencing two significant problems related to education. First, test scores for children entering kindergarten were substantially below the state average in many areas. Secondly, as a rural area with a declining population, Meriwether County was having trouble attracting and retaining young teachers. Seeing an opportunity to address both problems through service learning, educators initiated Teach to Learn: Learn to Teach, a project in which local high school students would serve as mentors for preschoolers.

In the Meriwether Teach to Learn project, two veteran teachers received 20 hours of instruction in the latest research on learning styles from the West Georgia Regional Educational Service Agency (RESA). Based on their studies, the teachers developed Introduction to Education, a six-week summer school course in teaching methods. The course was introduced at both of the county high schools, where 20 students from each school had volunteered for the Teach to Learn program.

For the first week of the course, participating students spent five hours a day in class where they were instructed in theories on teaching and learning. For the remaining five weeks, the student volunteers at each school were matched with 40 preschool children for daily two-hour classes. During this time, the high school students tutored the four-year-olds in reading and communications skills. In addition to planning and executing their daily lessons, volunteers were responsible for providing daily reviews of their interactions with the preschool children to gauge their own communication skills. For their efforts, many of the participating high school students received credit for one elective unit.

Eligible preschool students (those whose families qualified for Medicaid, Aid to Families with Dependent Children, or free lunch programs) were accepted on a first-come, first-served basis. Their parents were required to attend a two-hour class every week on nutrition, basic health care, available social services, and parenting skills. The parenting lessons were conducted by the Meriwether County Health Department, the Department of Children and Family Services, and the West Georgia RESA.

The program's success is apparent from responses to questionnaires and informal conversations with the high school students, who have shown an increased interest in service projects and in their education. Additionally, school attendance among the participants has improved over

the school year. Plans are underway to extend the program into the regular school year. By getting high school students involved in their community and interested in the education process, Meriwether County hopes to encourage future college graduates to return to the area as teachers.

Funds for the Teach to Learn: Learn to Teach program came primarily from a Serve-America grant and the local board of education. Lunches were provided by the Summer Youth Feeding Program, which was scheduled to coincide with the summer program.

TeamWorks with Youth

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High School

Interdisciplinary

TeamWorks with Youth pairs at-risk students attending Grady and Carver High Schools in metropolitan Atlanta with adult volunteers to perform community service. During their partnership, the adults serve as mentors for the students, teaching them leadership, modeling group participation skills, and showing them alternatives to at-risk behavior.

The TeamWorks with Youth program is an extension of Hands On Atlanta, a non-profit volunteer service organization established in 1989. Originally designed as a flexible mechanism for involving Atlanta citizens in community service, Hands On Atlanta is now a national pilot program in service learning for youth.

In the TeamWorks with Youth program, student volunteers are paired with professional adult volunteers. For the next six months, the teams participate in a variety of community service projects:

- packing food at the Atlanta Food Bank to be distributed to the homeless
- preparing and serving food at a soup kitchen
- repainting the homes of indigent elderly
- building ramps for people with disabilities
- working with Project Open Hand to package and deliver food to AIDS patients
- building or restoring nature trails at local parks

A key characteristic of the TeamWorks with Youth program is its emphasis on reflection during and after the project. Participants read articles and books on citizenship and the problems the students are addressing through their service. They keep journals in which they reflect on their experiences and on social issues such as poverty, homelessness, racism, AIDS, the elderly, etc., that they encounter during their service activities. Throughout the project, the students participate in group discussions on these topics as well. Students' journal comments about their service projects are also used to evaluate and modify future activities.

The success of Team Works with Youth is evident in many results of the project. Student participants have shown improved attitudes toward school and a greater appreciation of community needs. Volunteers have expressed immense satisfaction with their roles; there is presently a waiting list of adult volunteers. TeamWorks with Youth will soon expand to three additional high schools, and the program has been invited to several other

schools to collaborate with established organizations such as volunteer programs.

Primary funding for Hands On Atlanta has been through a Serve-America grant, with additional funds coming from Wachovia's Atlanta Foundation, the Metropolitan Atlanta Community Foundation, and the Harland Foundation.

VISION (Volunteers In Service In Our Nation)

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K-12

Interdisciplinary Mentoring/Tutoring

The VISION (Volunteers In Service In Our Nation) class at Riverside High School in Greer, South Carolina, was originally implemented to expand the student drug awareness program into a more active role of comprehensive prevention, but has since grown to cover nearly all service-oriented activities at the school. An extension of the existing Teen Institute at Riverside, VISION provides positive alternatives to at-risk behavior through service-learning activities that involve high school volunteers in mentoring and tutoring projects with elementary and middle school students on topics such as teen pregnancy, HIV/AIDS, safety, and literacy. Participants also work with community organizations such as the Salvation Army, the South Carolina School for the Deaf and Blind, and the United Way to address the needs of the homeless, the elderly, the handicapped, and abused children.

Service has been part of the Riverside education program for some time, but before the VISION program there had been little integration of service and learning into the curriculum. Students in the VISION class meet after school and function as facilitators to refine regular classroom discussion of social concerns and initiate service projects for students in the community. Students research and identify community problems relating to health, environmental, and other needs, then develop projects to address those needs in cooperation with community organizations active in those areas. The topic of HIV/AIDS or fetal alcohol syndrome in health class, for example, may be broadened through the invitation of a guest speaker to the VISION class and followed by volunteer service at a health clinic or at the Piedmont Council for the Prevention of Child Abuse. In psychology class, discussions of homelessness encouraged students to invite counselors to speak during the VISION discussion; the students then volunteered at a day shelter for the homeless. Concerns about problems of the elderly have led to students working with the United Way to chop wood and deliver it to the elderly during the winter.

VISION students have made presentations before elementary and middle school students and teachers taking graduate education courses at nearby Furman University. Student-written skits on the homeless, drug prevention, pregnancy, and violence have been collected by the South Carolina Department of alcohol and other drug abuse services for publication in a book that will be available for all schools to use. VISION students and their teacher have been invited to serve on the Board of Volunteer Greenville.

Funding for VISION is derived from a Serve-America grant and Youth Initiative grants from the South Carolina Department of Alcohol and Other Drug Abuse services. Students and parents raised additional funds, and businesses and professionals donated transportation, materials, printing, food, and photography for projects. The school district donated classrooms, books, and teaching materials.

Youth and Elderly Against Crime

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Middle School
High School

Social Studies
Civics/Government
Criminal Justice

Crime is often identified as the most critical issue for both the young and the elderly, especially in the inner-city. To make matters worse, these two groups are frequently on opposite sides, with adolescents often preying on the elderly, who, out of fear, can become virtual prisoners in their homes. To bridge the real and perceived generation gaps between the two groups, the Dade County Public Schools Department of Community Participation established the Youth and Elderly Against Crime project in September 1990. Since then, with the Miami Police Department and Jewish Family Services as community partners, nine schools have "adopted" senior citizen groups or public housing residents in their neighborhoods to identify and solve common problems. Working together, the two groups seek to resolve their differences and create a safer environment for the entire community.

Approximately 1,000 students (half of whom are at risk) from social studies, civics, criminal justice, and government classes participate in the project. Program activities, which are extensions of course work, are designed to dissolve barriers to intergenerational accord in the community. Students begin in class by listening to speakers from local advocacy groups knowledgeable about crime as it affects both adolescents and senior citizens. Law enforcement officials discuss the regulations they must follow in dealing with offenders. The students also attend public forums and meetings of legislative task forces dealing with crime-related issues.

Several strategy seminars are held during the school year at which students, senior citizens, and teachers develop the advocacy skills necessary to implement change in the community. At a four-day summer institute held at Florida International University in Miami, students, teachers, senior citizens, advocates for the elderly, law enforcement officers, and community leaders discuss long-range goals for combating crime. They draft resolutions and policy statements addressing major concerns and lobby local legislators attending the institute to lend their support to the resolutions.

Students are matched with a local senior citizen group. The two groups meet to develop plans for improving their neighborhood. From these meetings a task force is created, drawing on students, senior citizens, community leaders, law enforcement officials, and educators to coordinate an action campaign on a county-wide basis. The task force meets three or four times a year to introduce proposals for improving the community to city officials, legislators, and the community at large. Intergenerational teams are also selected to present the proposals to appropriate committees during the legislative session in the state capital. Currently, students are involved in writing legislation for stiffer penalties for crimes committed near elderly residences.

In addition to stimulating positive interactions between the elderly and at-risk youth, Youth and Elderly Against Crime offers students the opportunity to develop advanced communication skills. They learn how to present their ideas to community and legislative leaders and to use their organization and advocacy skills to improve public policy and neighborhood safety. For example, as the result of surveys by the students, additional lights are being installed in many poorly lit areas and public transportation is being made safer and more convenient through the addition of more stops. Students also learn how to plan safety workshops for the elderly, presenting information on crime prevention techniques and skits about crimes targeting the elderly.

Since 1990, the Youth and Elderly Against Crime program has won extensive recognition. It was named a "Point of Light" by President Bush. In 1993, the program won the United Technologies Exemplary Program Award as well as the National Partners in Education Award for the best school volunteer program in a large school district.

Students, teachers, and administrators give presentations about the Youth and Elderly Against Crime program at state and national conferences and are available to travel to other school districts for training workshops. A training manual on project implementation is being developed for teachers and administrators, who are also invited to attend the summer institute at Florida International University.

Funding for the Youth and Elderly Against Crime project comes from a Serve-America grant and the Metro-Dade County Police Department. The project also draws support from Jewish Family Services, the Attorney General of Florida's Seniors vs. Crime project, and local American Association of Retired Persons chapters. These partners represent approximately 100 volunteers who have contributed 800 hours as mentors, classroom speakers, and training facilitators. Twelve teachers from the participating schools are also involved in project planning and implementation. The major expenses for the Youth and Elderly Against Crime project are student transportation, consultant services in training seminars, videotape production, public service announcements, training materials, substitute coverage for teacher training, and incentive awards for volunteers and students.

Appendix A

Standards of Quality for School-Based Service Learning from the Alliance for Service Learning in Education Reform

What is Service Learning?

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences

- That meet actual community needs.
- That are coordinated in collaboration with the school and community.
- That are integrated into each young person's academic curriculum.
- That provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity.
- That provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.
- That enhance what is taught in the school by extending student learning beyond the classroom.
- That help to foster the development of a sense of caring for others.

The Standards

I. Effective service learning efforts strengthen service and academic learning.
II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
III. Preparation and reflection are essential elements in service learning.
IV. Students' efforts are recognized by their peers and the community they serve.
V. Youth are involved in the planning.
VI. The service students perform makes a meaningful contribution to the community.
VII. Effective service learning integrates systematic formative and summative evaluation.
VIII. Service learning connects school and its community in new and positive ways.
IX. Service learning is understood and supported as an integral element in the life of a school and its community.
X. Skilled adult guidance and supervision is essential to the success of service learning.
XI. Pre-service and staff development which includes the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Source: Alliance for Service Learning in Educational Reform, 1993.

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